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ABSTRACT

A linear series of 16 skill-building activities is provided in this learning module designed to familiarize community college instructors with methods for developing learning activity packets (LAP's) that facilitate individualized instruction. The activities enable the instructor to: (1) determine a subject area for which a learning packet will be developed, including grade level, time limit of use, and extent of use within the classroom; (2) write broad and specific behavioral objectives for learning activities within the framework of Bloom's Taxonomy of Educational Objectives; (3) analyze the tasks necessary to master the objectives; (4) outline the resources and guidelines that can be used by the students to complete the LAP; (5) decide whether to use a linear or branching format for the LAP; (6) determine the appropriate sequence of the learning objectives; (7) construct pre- and post-tests; (8) develop learning activities using a variety of cues, typing styles and sizes, graphics, illustrations, and cartoons; (9) write an introduction and rationale for the packet as a guide to the student; and (10) field test the LAP. The learning module itself includes pre- and post-tests, as well as several self-checking exercises designed to monitor the learning progress of the instructor. (JP)

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Prepared for:

The Media Systems Series in Creative Teaching

A LEARNING ACTIVITY PACKET ON DEVELOPING LEARNING ACTIVITY PACKETS

by

Jo Ann Lee

and

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TABLE OF CONTENTS

		PAGE
I.	Introduction	1
II.	Rationale	2
III.	Key Concepts	3
IV.	Learning Objectives	3
V.	Pretest	4
VI.	Learning Activities	
	1.	6
	2.	7
	3.	8
	4.	9
	5.	15
	6.	18
	7.	19
	8.	21
	9.	24
	10.	25
	11.	26
	12.	29
	13.	30
	14.	31
	15.	33
	16.	35
VII.	Post Test	40
VIII.	Evaluation Sheet	41

INTRODUCTION

Individualized instruction can be one of the most effective methods of instruction if relevant and interesting instructional materials are available. The materials should fit the comprehension levels of the students, take them step by step in a logical sequence from the unknown to the known of a specific subject, and present new ideas in terms meaningful to their own experiences. These materials should also enable students to practice actively what they are learning, proceed at their own pace, and obtain feedback to correct misunderstandings and insure understanding of each point before they proceed to the next.

Materials that would attain the foregoing ends of individualized instruction can be organized in what are sometimes called "Learning Activity Packets" (LAPS). LAPs should constitute self-contained learning plans that teach--in a systematic way--a specific set of related concepts and/or skills.

This Learning Activity Packet on Developing Learning Activities Packets is intended for community college instructors who recognize the value of individualized instruction and who are interested in developing their own materials. It leads instructors in a step-by-step skill-building process of developing a comprehensive LAP in their respective disciplines.

RATIONALE

There is a great need for relevant and interesting individualized instructional materials at the community college level; yet most instructors do not possess the necessary skills to adapt for their use those materials that are commercially available, much less to develop their own materials. This LAP will enable instructors to learn these skills that are so essential to implementing individualized instruction in their classrooms effectively.

Key Concepts

Introduction

Rationale

Behavioral Objectives

Bloom's Taxonomy

Pretest

Learning Activities

Post-test

Field-test

Learning Objectives

Upon completion of the learning activities presented in this Learning Activity Packet, you will be able to:

1. Determine a subject area or teaching field for which a learning activity packet will be developed, including grade level of intended use, time limit of use, and extent of use within the classroom.
2. Write a minimum of five specific behavioral (performance) objectives for the learning activities, within the framework of Bloom's Taxonomy of Educational Objectives.
3. Determine the sequence of learning activities or tasks necessary to teach the specific concept and/or skill(s) desired.
4. Write a minimum of five learning activities for the specific skill, topic, or concept, using a variety of visual cues, typing styles and sizes, graphics, and illustrations, given appropriate guidelines for their development.

PRETEST

True-False

1. The purpose of identifying prerequisite skills for your LAP is to determine what skills or knowledge that are covered in your LAP the students already possess. T F

2. Behavioral or performance objectives must be stated in terms that are observable and measurable. T F

3. The three main components of a behavioral objective are the behavior that is to be learned, the conditions under which it is to be learned, and the standard that is used to measure the extent to which it is learned. T F

4. Behavioral objectives can be classified as cognitive, affective and psychomotor. T F

5. The persons field-testing your LAP should be required to work through it before evaluating it. T F

Completion

6. A basic principle of individualized instruction is _____-_____-_____.

7. The two basic formats that can be used in developing LAPs are_____ and _____.

8. An evaluation of the completed LAP to determine its effectiveness for the intended audience is called a _____.

Multiple Choice

9. A post-test should enable you to determine:

   a. The extent to which the students have mastered the behavioral objectives.

   b. What you should do with those students who have not achieved an agreed level of mastery.

   c. How to improve your LAP.

   d. All of the above.

10. The pretest should enable you to determine:

    a. The knowledge/skills the students possess before working on your LAP.

    b. What parts of your LAP the students need to do.

    c. What you need to do to improve your LAP.

    d. All of the above.

11. The introduction to your LAP should tell the students:

    a. The purpose of the LAP.

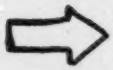
    b. The rationale for the LAP.

    c. For whom it is intended.

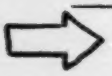
    d. All of the above.

LEARNING ACTIVITY 1

In selecting a topic for a learning activity packet, you should keep in mind the purpose of the LAP, the course(s) in which it will be used, and the learning level of the students for whom it is intended. Keep the topic limited so that it permits the learning of a specific set of related concepts, understandings, appreciations, or skills.



Select a topic, skill, concept, unit of instruction or main theme for which you wish to develop a learning activity packet.



Outline below the purpose of your LAP, the course(s) in which it will be used, and the level of intended student use. (The statements in parentheses below relate to the bases for developing this LAP.)

PURPOSE (The purpose of this LAP is to teach instructors how to develop LAPs.)

COURSE(S) (This LAP will be used by individuals or small groups who are not in a formal course.)

LEARNING LEVEL (The assumption is that you are a relative novice at developing LAPs.)

LEARNING ACTIVITY 2

The topic you have selected will suggest the sorts of things that you want your students to learn, i.e., the general concepts, understandings, knowledges, appreciations, or skills. Focus on any one or a combination of these things. Remember, however, that these learnings should be related.

Now prepare a comprehensive list of broad statements or goals of the general concepts, understandings, knowledges, appreciations, or skills you want your students to learn from your LAP. In parentheses are examples of some of the learnings included within this LAP.

General concepts: (List of Key Concepts.)

Understandings: (Linear and branching formats for individualized instruction)

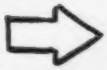
Appreciations: (Value of individualized instruction)

Knowledges: (Elements of a behavioral objective, levels of Bloom's Taxonomy)

Skills: (Layout, illustration, construction of questions.)

LEARNING ACTIVITY 3

The broad statements or goals you outlined in the previous activity should now give you a better idea of what the students should know prior to working on your LAP; i.e., their prerequisite skills. For example, if under Skills, you stated that "the student will type a business letter in modified block style with mixed punctuation in mailable format," you would expect the student to possess, as a prerequisite skill, a basic typewriting ability of 35-40 words per minute.



Now identify the prerequisite skill(s) required for each of the broad statements or goals listed in Learning Activity 2.

LEARNING ACTIVITY 4

The broad statements or goals you outlined in Learning Activity 2 also serve as the basis for more specific statements, in observable and measurable terms, of what the students are to learn at the completion of a part of or the entire LAP, i.e. behavioral (or learning) objectives.

Behavior objectives should include the following components:

1. A description of the kind of behavior which the learner is expected to learn. (What)
2. A description of the important conditions under which the behavior is to be learned. (How/when)
3. A description of the minimum standards for satisfying the stated level of learning or achievement. (How well)

Try your hand at identifying the components of the following behavioral objective:

> Given twenty statements, each purporting to reflect the thinking of Marshall McLuhan, the student will be able, with at least 80% accuracy, to say which statements do represent McLuhan's views.

Turn to page 10 for the answer.

Behavioral objectives should be written at different levels of complexity in three domains of learning:

1. The cognitive domain, which emphasizes intellectual processes

   Example: The learner will choose from a list of items the five methods of maintaining paragraph coherence.

2. The affective domain, which emphasizes feelings and attitudes.

   Example: The learner will demonstrate awareness of the concept of coherence by describing an obviously incoherent paragraph as "not hanging together" or "not making sense."

3. The psychomotor domain, which emphasizes action or motor skills.

   Example: The learner will hit a pitched baseball three out of five times.

See Figure 1 for the taxonomy of educational objectives, which includes the hierarchy of learning concepts (from simple to complex) developed by Benjamin Bloom in the cognitive and affective domains.

FIGURE 1

Bloom's Taxonomy of Educational Objectives

Cognitive		Affective	
KNOWLEDGE	-to recall and memorize	RECEIVING	-attending; becomes aware of an idea, process or thing; willing to notice a particular phenomenon
COMPREHENSION	-to translate from one form to another		
APPLICATION	-to apply or use information in a new situation, interpret or extrapolate	RESPONDING	-reacting--at first with compliance, later willingly and with satisfaction
ANALYSIS	-to examine a complex and break it down into its parts	VALUING	-accepting worth of a thing, an idea or a behavior; prefers; consistent in responding; developing a commitment
SYNTHESIS	-to put together information in a unique or novel way to solve a problem	ORGANIZING	-arranging values; determining interrelationships adapting behavior to a value system
EVALUATION	-to make a judgment about something in light of given criteria	CHARACTERIZING	-generalizing certain values into controlling tendencies emphasis on internal consistencies; later total philosophy

Answer to exercise to identify the components of a behavioral objective:

Behavior: "to say which statements do represent McLuhan's view's"

Condition: "Given twenty statements, each purporting to reflect the thinking of Marshall McLuhan"

Standard: "with at least 80% accuracy"

Continue with the Learning Activity on page 11.

See if you can identify the domain (circle the "C" for cognitive, "A" for affective and "P" for psychomotor) and the level of complexity (use blank) of the following behavioral objectives:

Given a paragraph in which transition words have been replaced with blanks, the student will supply an appropriate word to provide transition. C A P _____

The student will voluntarily practice coherence techniques in assigned papers. C A P _____

Given a series of scrambled descriptors (spatially oriented) or events (chronologically oriented), the student will arrange them into a coherent paragraph. C A P _____

The student will demonstrate willingness to respond by adding to a list of "bridge words" brainstormed in class. C A P _____

The student will be able to hit a pitched baseball three out of five times. C A P _____

See page 13 for the answers.

You should now have a fairly good idea of what it takes to write a behavioral objective. It is, therefore, time to continue the next step in developing your LAP. Using the guidelines provided below, write a minimum of five behavioral objectives for the broad statements or goals listed in Learning Activity 2.

Guidelines

1. Take each general objective statement listed in Learning Activity 2 and describe in behavioral terms what the student is expected to be able to do after completing the learning activity packet that he could not do before completing the LAP.

WHAT?

2. Add to each of the above statements a description of what the student will be doing to demonstrate whether or not he has achieved the objective. Include the conditions under which the student will be learning.

HOW?

WHEN?

Answers to identification of behavioral objectives:

1. C, application: 2. A, organizing; 3. C, synthesis; 4. P (level not required); 5. A, responding; 6. P (level not required).

Continue with Learning Activity on page 14.

3. Formulate performance standards--criterion levels of behavior--and add a statement to the above that tells the student how well he must achieve to attain the minimum level of competency.

HOW WELL?

List below your completed behavioral objectives for the learning activity packet.

LEARNING ACTIVITY 5

Now that you have developed the objectives for your LAP, you should be able to develop the learning activities that will enable the students to master the objectives.

It is obvious that the learning activities should be derived from the objectives. Therefore, to develop the learning activities you should conduct a task analysis of the objectives, i.e., think of and list all of the tasks that the students have to do to master the objectives. The tasks are the learning activities and should be stated in measurable and observable terms.

Let's take our third objective as an example. Conducting a task analysis on this objective entails outlining all of the things we have done thus far to determine the learning activities

Objectives: Determine the sequence of learning activities or tasks necessary to teach the specific concept and/or skill.

Tasks:
1. Select a topic.
2. Outline general concepts, understandings, appreciations, knowledges, or skills.
3. Determine prerequisite skills
4. Write behavioral objectives.

Try developing the learning activities for one of your objectives.

Objective:

Task(s)

SELF-CHECKING QUESTIONS

LEARNING ACTIVITIES 1 - 5

Before proceeding with the learning activity packet, check your knowledge and understanding of the information presented thus far.

To be able to continue this learning activity packet, you must answer seven out of nine items correctly.

SELF-CHECKING QUESTIONS

(Learning Activities 1 - 5)

Right after each of the following statements circle the correct answer (T if the statement is true; F if the statement is false).

1. The purpose of identifying prerequisite skills for your LAP is to determine what skills or knowledge that are covered in your LAP the students already possess. T F

2. General objectives, which include understandings and appreciations, are identical to behavioral or learning objectives. T F

3. Behavioral or performance objectives must be stated in terms that are observable and measurable. T F

4. The three main components of a behavioral objective are the behavior that is to be learned, the conditions under which it is to be learned, and the standard that is used to measure the extent to which it is learned. T F

5. Behavioral objectives can be classified as cognitive, affective, and psychomotor. T F

6. The hierarchy of concepts in the affective domain is receiving, application, valuing, organizing, characterizing. T F

7. Learning activities are the same thing as learning objectives. T F

8. You can divide your LAP into segments arbitrarily. T F

9. The means that can be used by the students to complete your LAP include resources and guidelines. T F

Turn to page 17 to check your answers

Answers to self-checking questions:

1. True.

2. False. Remember that understandings and appreciations are broad statements or goals that are not observable or measurable; behavioral objectives must be both.

3. True.

4. True.

5. True.

6. False. The hierarchy of concepts in the affective domain is receiving, responding, valuing, organizing, and characterizing.

7. True.

8. False. You need to organize the learning activities into a logical sequence, then divide the LAP into segments where there are obvious, discrete breaks in the learning activities.

9. True.

WERE YOU ABLE TO ANSWER SEVEN OUT OF NINE CORRECTLY?

YES - PROCEED TO LEARNING ACTIVITY 6

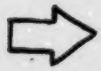
NO - READ ON . . .

DID YOU MISS MORE THAN ONE QUESTION? IT WOULD BE HELPFUL FOR YOU TO GO BACK TO LEARNING ACTIVITY 1 AND PROCEED THROUGH THE LEARNING ACTIVITIES UP TO THIS POINT.

PROCEED TO LEARNING ACTIVITY 6

LEARNING ACTIVITY 6

At this point you will need to organize the learning activities of your LAP in a sequential order that will lead the students from the simple to the complex and the known to the unknown. Notice the sequential order of our learning activities in this LAP. You may wish to designate the learning activities that will constitute the main sequence of your LAP, i.e., those that you consider essential to attain mastery of the objectives, and the alternative learning activities that will supplement the main sequence.



You should now try to organize the learning activities of at least two of your objectives in a sequential order.

Objective:

Sequence:

The sequential order of the learning activities you have come up with may reveal discrete breaks that will enable you to organize your LAP into logical segments. See if you can divide your LAP into logical segments and, if so, assign a title to each segment.

LEARNING ACTIVITY 7

Next, you need to outline specifically the means, i.e., the resources and the guidelines, that can be used by the students to complete your LAP. The means include learning materials, working environment (classroom, library, learning center, resource center, laboratories), the limits, and the instructions. Remember that an LAP is to help promote direct learning.

Let's take our third objective again to illustrate what you need to do for this learning activity.

Objective: Determine the sequence of learning activities or tasks necessary to teach the specific concept and/or skill(s).

Activity 1: Select a topic

Means: 1. Information presented in the learning activity, including:
a. Guidelines on what you should consider.
b. Instructions to keep the topic limited.

2. Your imagination.

3. It is assumed that you can work through this LAP on your own in just about any environment.

Activity 2: Outline the general concepts, understandings, appreciations, knowledges, or skills.

Means: 1. Information presented in the learning activity including some guidelines and instructions.

2. Your imagination.

3. Materials on developing individualized instruction

4. Any environment.

Take one of your behavioral objectives and outline the means by which the learning activities of that objective are to be attained.

Objective:

Activity 1:

Means:

Activity 2:

Means:

LEARNING ACTIVITY 8

Individualized self-paced instruction is based on the principle of stimulus-response-reinforcement. In an LAP, the stimulus is the learning activity in which the information that is to be learned is presented. The key concepts or skills in the learning activity are learned more effectively if they are reinforced immediately after they are presented. It is, therefore, essential to have the students either do some exercises or answer a series of questions about the key concepts/skills after each learning activity. When they respond they can be provided immediate feedback as a means of reinforcement.

Depending upon the type of material presented, you can use either a linear or a branching format in developing your LAP. If you choose a linear format, you can provide the feedback and proceed immediately to the next learning activity in the main sequence. This is the format that we have used in this LAP. Or, if you choose a branching format, you can provide the correct answers and direct the students who have not answered correctly to an alternative learning activity.

A way of providing additional reinforcement is to insert a series of self-checking questions after each segment of your LAP. This also serves the purpose of assessing the students' progress through the LAP.

The questions at the end of each learning activity should always be related to what has been presented in the learning activity. The questions after each segment should be a compilation of the questions from the learning activities, although new questions related to what has been presented therein can be formulated. The questions can be objective-type (true/false, multiple choice, completion) or short response-type.

The very specific tasks that you developed in observable and measurable terms may suggest the questions you want to ask (in many cases, all you may need to do is reword the task as a question) and they should already indicate the minimum criteria for mastery, i.e., 100%, 90%, 80%.

At this point you should decide if you will use a linear or branching format for your LAP.

Next, based on the foregoing decision, formulate the questions for the learning activities of at least one objective. Notice that in our self-checking questions on page 16, questions 4-6 are related to Learning Activity 4, which, in turn, is related to Objective 2.

Objective:

Learning Activity 1:

Questions:

Learning Activity 2:

Questions:

Learning Activity 3:

Questions:

LEARNING ACTIVITY 9

What would be the best way to test your students' abilities to understand, comprehend, and appreciate the information presented throughout your LAP? What kind of a test would measure all of the concepts that the students should have obtained from working through your LAP?

A post-test, consisting of 15-20 questions, is a means of measuring the students' grasp of the subject matter of your LAP. It should also enable you to determine

1. The extent to which the students have mastered the concepts/skills presented in your LAP upon its completion.
2. What to do with students who have not attained the minimum level of mastery established for your LAP.
3. (Based on an analysis of the overall results and the feedback from the students) what you need to do to improve the effectiveness of your LAP as a learning plan.

Construct a post-test for your LAP, taking into consideration the following points:

1. It should consist of 15-20 objective-type or short response-type questions.
2. It can include the questions you formulated for the learning activities.
3. Determine the minimum level of achievement the students must attain in order for them to pass/fail or attain a letter grade; e.g., 90% mastery or above would be an "A." You can negotiate the level of mastery with the students as a form of a contract when they begin your LAP.

LEARNING ACTIVITY 10

Construct a pretest consisting of at least ten objective-type items that the students will complete before beginning to work on your LAP.

The pretest can be used to determine

1. The extent to which the students already possess the knowledge or skill(s) that are presented in the LAP.
2. What learning activities of the LAP should be assigned to the students; i.e., whether they should be exempt from the LAP altogether, whether they should proceed with some or all of the work, or whether they should work on other materials.

The following guidelines should help you in constructing the pretest for your LAP:

1. Determine the minimum level of achievement desired for the pretest--either a precentage figure or total number correct.

2. It may be identical to the post-test or may include a sampling of the questions in the post-test. (Compare our pretest with our post-test)

3. Include some true/false items, some multiple choice items, and some completion items.

LEARNING ACTIVITY 11

In developing a LAP, it is important to consider a few basic questions about the LAP in order to prepare the students to work through it. This can be accomplished by an introduction and a rationale at the beginning of the LAP.

In preparing the introduction and rationale for your LAP, you should keep in mind that whatever you say in these narratives is intended for the students. The following guidelines should assist you in writing the introduction and rationale.

Introduction

1. What is the purpose of the LAP?
2. For whom is it intended?
3. How are the learning activities supposed to be completed?
4. What happens if the students don't/can't finish?

Rationale

1. Why should the student want to use the LAP?
2. Why and how does it differ from other learning materials and the text?
3. Why is information presented in this manner?

Write an introduction for your LAP and include some statements on the rationale. Follow the guidelines listed above.

SELF-CHECKING QUESTIONS

LEARNING ACTIVITIES 6 - 11

Check your knowledge and understanding of the information presented in Learning Activities 6 through 11 before you proceed with the other learning activities.

You must answer 5 out of 6 questions correctly to be able to proceed with the next learning activity.

SELF CHECKING QUESTIONS

(Learning Activities 6 - 11)

In the following questions, either fill in the blanks or circle the correct answer.

1. A basic principle of individualized instruction is _____ _____.

2. The two basic formats that can be used in developing an LAP are _____ and _____.

3. Questions at the end of each learning activity should not be related to what has been presented in the learning activity. T F

4. A post-test should enable you to determine
   a. The extent to which the students have mastered the behavioral objectives.
   b. What you should do with those students who have not achieved an agreed upon level of mastery.
   c. How to improve your LAP.
   d. All of the above.

5. The pretest should enable you to determine
   a. The knowledge/skills the students possess before working your LAP.
   b. What parts of your LAP the students need to complete.
   c. What you need to do to improve your LAP.
   d. All of the above.

6. The introduction to your LAP should tell the students
   a. The purpose of the LAP.
   b. The rationale for the LAP.
   c. For whom it is intended.
   d. All of the above.

See page 28 for the correct answers.

Answers to self-checking questions

1. Stimulus-response-reinforcement.
2. Linear, branching.
3. False. Remember, that a question after a learning activity reinforces something presented therein, so it should always be related.
4. d.
5. d.
6. d.

PROCEED TO LEARNING ACTIVITY 12

LEARNING ACTIVITY 12

Select from books, magazines, newspapers, and other advertisements a variety of designs, type styles, lettering, illustrations, and cartoons that would make your learning activity packet attractive, interesting, and appealing.

Designs serve as signals, mastheads for activity titles or numbers, clues to what the activity might include, and to create an effective title page of your LAP.

Type styles and lettering add variety in the printed format and call attention to important words, concepts, or directions.

Illustrations and cartoons add humor, friendliness, and a more informal learning situation. One character can be used throughout the packet with whom the student can identify.

Collect as many samples of type styles, lettering, illustrations, and cartoons as possible. What you may not be able to use, someone else might!

LEARNING ACTIVITY 13

Prepare a rough draft of the entire learning activity packet, planning the appropriate layout to incorporate any special lettering, illustrations, and other graphic material. Here are some guidelines.

1. Allow the student to write, draw, outline, or compute directly on the LAP pages.

2. Provide sufficient "white" space throughout the LAP so as not to clutter the pages with too much information. Use varying spacing--single, double, triple, and wide margins.

3. Vary the size and style of printing and/or typing.

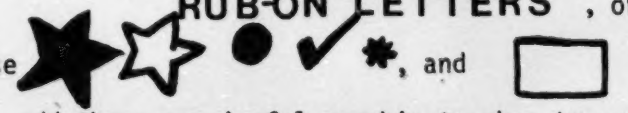
USE Elite Primary

Pica

ORATOR LARGE TYPE

4. Use the <u>different</u> type styles within each size of type to highlight information, directions, or reminders.

5. Use SOLID CAPITAL LETTERS, handwriting, Printing, RUB-ON LETTERS, or stencil letters.

6. Use  , and

to add those meaningful graphic touches to your learning activity packet, to highlight learning activity numbers, special notations to the student, or reminders. The use of ➡ ➡ for directing the student to the next page adds a touch of interest also.

LEARNING ACTIVITY 14

Complete the following checklist before putting your entire learning activity packet into its final form.

____1. Does each activity fall within the criteria of the prerequisite skills defined earlier? (Learning Activity 3)

____2. Does each behavioral objective include the four essential components? (Learning Activity 4)

____3. Does each activity relate specifically to the behavioral objectives? (Learning Activity 5)

____4. Does each activity help the student progress toward a mastery level by the end of the learning activity packet? (Learning Activity 6)

____5. Are all activities presented in a logical sequence? (Learning Activity 6)

____6. Do the activities proceed from simple to complex? (Learning Activity 6)

____7. Does each activity insure successful completion by the student? (Learning Activity 7)

____8. Are the directions in each activity clear and easy to understand? (Learning Activity 7)

____9. Does each self-evaluation test cover only the preceding material in the learning activity packet? (Learning Activity 8)

____10. Does your post-test cover information from the entire learning activity packet? (Learning Activity 9)

____11. Does your pretest include a sampling of concepts and/or skills presented within the entire learning activity packet? (Learning Activity 10)

____12. Did you include two or three self-evaluation instruments within the learning activity packet? (Learning Activity 12)

____13. Have you provided for sufficient use of color, designs, type style, lettering styles, and illustrations? (Learning Activity 12 & 13)

DID YOU ANSWER YES TO ALL OF THE CHECKLIST QUESTIONS?

If so, proceed to the next page.

IF YOU DID NOT ANSWER YES TO ALL ITEMS, PLEASE RETURN TO THE APPROPRIATE LEARNING ACTIVITIES AND COMPLETE THOSE REQUIREMENTS BEFORE PROCEEDING.

LEARNING ACTIVITY 15

Compile all of your materials and ideas and prepare your learning activity packet.

To reproduce multiple copies for classroom use, the following methods are available:

Ditto or Liquid Duplication

Stencil or Mimeograph Duplication

Thermal Duplication (Xerox, 3-M)

Offset Duplication

Xerography (photo typesetting)

To present the learning activity packet in the most workable way for the student, consider the following:

Printing on one side of the page

Printing on both sides of the page (reverse run)

Two- or three-hole punched

Collated or bound pages

Loose pages

DO YOU WANT TO "FIELD TEST" YOUR LEARNING ACTIVITY PACKET TO EVALUATE ITS DESIGN AND EFFECTIVENESS?

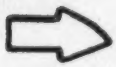
If yes, turn to page 35.

If no, turn to page 41 and complete the Post - Test.

LEARNING ACTIVITY 16

A "Field Test" is simply an evaluation of an LAP to determine its effectiveness. A small group of students or teachers should be selected for field-testing your LAP. First, they should work through the LAP, then, upon completion, they should complete an evaluation form similar to the one shown on the next page. The purpose is to determine how well or how easily the LAP can be completed by the intended audience.

The evaluation form should be comprehensive, covering all aspects of the LAP--its design, activities, conciseness, self-evaluations, pretest, post-test, and logic in presentation.



Now that you have worked through this LAP, complete the evaluation form that is provided on the following page.

EVALUATION SHEET FOR FIELD TEST

1. Does this program relate to the courses you teach?
   Yes___ No___

   If "yes", in what ways? In what courses specifically?

2. Does the program meet all of the stated behavioral objectives?
   Yes___ No___ Comment:

3. Does the information contained in the program help meet the student's need in this particular topic area?
   Yes___ No___ Comment:

4. Is the material in the program relevant to the topic?
   Yes___ No___ Comment:

5. Is information presented in a logical, step-by-step sequence that would enable the student to understand each concept?
   Yes___ No___ Comment:

6. Are the explanations clear so that the student will have little or no difficulty following the program by himself?
   Yes___ No___ Comment:

7. Are the Self-Checking Questions of any benefit so far as helping the student reinforce his understanding and skills?
   Yes___ No___ Comment:

8. Are the Self-Checking Questions clearly written?
   Yes___ No___ Comment:

9. Do the Self-Checking Questions provide sufficient reinforcement of previous learnings?
   Yes___ No___ Comment:

10. Are the activities worthwhile in helping the student learn the necessary concepts or skills?
    Yes___ No___ Comment:

Continued . . . .

11. Do the activities help the student attain the objectives successfully?
Yes___ No___ Comments:

12. Are the activities presented in a logical sequence that enable the student to progress from the simple to the complex?
Yes___ No___ Comments:

13. Is the printed format (layout, design, printing) clear, easy to understand, and pleasant?
Yes___ No___ Comments:

14. Is there sufficient variety in the overall format of the program?
Yes___ No___ Comments:

15. Does the post-test satisfy the requirement of the entire program in terms of meeting objectives?
Yes___ No___ Comments:

It's now your turn to try your hand in developing an evaluation form for your LAP. You may select some of the questions in the foregoing form and add others that might be appropriate for your LAP. Remember, field test your LAP as suggested above.

Go to page 41 and complete the Post-Test.

SELF CHECKING QUESTIONS

(learning Activities 11 - 15)

1. List four ways in which you can make your LAP more interesting and appealing.
2. List two techniques that you can use in planning the layout of your LAP.
3. What are the ways in which you can present your LAP.
   a. Printing on one side of the page.
   b. Reverse run.
   c. Two or three hole punched.
   d. Loose pages.
   e. Any one or a combination of the above.
   f. None of the above.
4. The field test of your LAP is an evaluation to determine its _____.
5. The persons field-testing your LAP should be required to work through it before evaluating it. T F

See page 39 for the correct answers.

Anwers to self-checking questions:

1. Designs; type styles and lettering; illustrations and cartoons.
2. Allow the students to do whatever they want on the LAP pages; provide sufficient white space throughout the LAP.
3. e.
4. Effectiveness.
5. True. Without working through it they have no basis for evaluating it.

POST TEST

Now that you have completed this Learning Activity this is your opportunity to demonstrate your understanding of how to develop a learning activity packet.

To demonstrate your mastery in developing learning activity packets, you must answer 13 out of 15 questions (90 percent) correct.

POST TEST

True-False.

1. The purpose of identifying prerequisite skills for your LAP is to determine what skills or knowledge that are covered in your LAP the students already possess. T F

2. General objectives, which include understandings and appreciations, are identical to behavioral or learning objectives. T F

3. Behavioral or performance objectives must be stated in terms that are observable and measurable. T F

4. The three main components of a behavioral objective are the behavior that is to be learned, the conditions under which it is to be learned, and the standard that is used to measure the extent to which it is learned. T F

5. Behavioral objectives can be classified as cognitive, affective, and psychomotor. T F

6. The hierarchy of concepts in the affective domain is receiving, application, valuing, organizing, characterizing. T F

7. Learning activities are the same thing as learning objectives. T F

8. You can divide your LAP into segments arbitrarily. T F

9. The means that can be used by the students to complete your LAP include resources and guidelines. T F

10. The persons field-testing your LAP should be required to work through it before evaluating it. T F

Completion

11. A basic principle of individualized instruction is _____ - _____ - _____.

12. The two basic formats that can be used in developing an LAP are _____ and _____.

13. The field test of your LAP is an evaluation to determine its _____.

Multiple Choice

14. A post-test should enable you to determine

    a. The extent to which the students have mastered the behavioral objectives.

    b. What you should do with those students who have not achieved an agreed level of mastery.

    c. How to improve your LAP.

    d. All of the above.

15. The pretest should enable you to determine

    a. The knowledge/skills the students possess before working on your LAP.

    b. What parts of your LAP the students need to do.

    c. What you need to do to improve your LAP.

    d. All of the above.

16. The introduction to your LAP should tell the students

    a. The purpose of the LAP.

    b. The rationale for the LAP.

    c. For whom it is intended.

    d. All of the above.

THE DEVELOPMENT OF YOUR OWN LAP HAS TAKEN A LOT OF TIME, EFFORT, AND INTEREST. YOU HAVE NOW ACQUIRED THE SKILLS REQUIRED TO ADAPT, FOR YOUR OWN USE, COMMERCIALLY AVAILABLE MATERIALS AND TO DEVELOP YOUR OWN. NOW THAT YOU HAVE THESE SKILLS, CONTINUE DEVELOPING MANY MORE LAPS IN OTHER TOPICS OF YOUR DISCIPLINE. YOU WILL BE HELPING YOUR STUDENTS LEARN YOUR DISCIPLINE MORE CREATIVELY, ENTHUSIASTICALLY, AND INDEPENDENTLY.

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